**2014 AP US History (APUSH) Summer Project**

Welcome to the challenge of taking Advanced Placement US History! Doing well in this class will not only fulfill a state requirement in Social Studies but offers the opportunity to receive college credit if you score a three or better (out of five) on the national exam next May. This course is the rare among the various AP offerings in that, regardless of your college major, success in this class will complete a REQUIRED course at most colleges and universities.

Success, however, is not guaranteed. Nationally, just about 50% of the students taking this exam get a three or higher (the cut score for credit at 95% of colleges and universities nationwide). Depending on the time and effort you put in over the course of the year will determine your ultimate success. That work begins with this summer project.

This course is demanding – requiring time and dedication on a daily basis. In 34 weeks next school year, we will cover 41 chapters and nearly 500 years of American History in order to prepare for the exam. This summer reading assignment has been created to establish the expectations, reduce some of the content load, and introduce you to the workload of this course.

Your assignment is pretty straightforward:

1. Watch the first four episodes of *Crash Course US History* on YouTube and answer the worksheets provided (links to the episodes are also found there).
2. Read Chapters 1, 2, 3, 4, and 5 from *The American Pageant*. The textbook itself will be available in hardcopy at some point over the summer but .pdf versions are attached to this email.
3. Answer the 90 multiple choice questions in this document for each chapter.
   * Save trees and just write the multiple-choice letters on a separate sheet of paper (do NOT printout the entire guide to turn-in).

The multiple choice and *Crash Course* questions will be due on the second class period of the school year. Failure to turn this project in on time will result in a letter grade deduction for each additional class period it is late.

You (and your classmates) are unique in that you are part of something that has never been tried before in the state of Delaware – taking the AP US History Exam as sophomores. Taking any AP class during your sophomore year is rare in itself as only 150 sophomores in the state took a College Board exam last year. As someone who has taught both this subject and taught AP sophomores for several years, I look forward to challenging, preparing, and working with you next school year to make sure we show what NCHS students are capable of!

Have a great summer and see you in late August!

Mr. Freccia



**Crash Course US History Episode 1:**

<https://www.youtube.com/watch?v=6E9WU9TGrec&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=2>

Questions:

1. What five things didn’t Native Americans “have” in their favor from a European (or Western) point of view?[[1]](#footnote-1)
2. What three things DID Native Americans “have” in their favor?
3. Why, according to John Green, is it wrong to romanticize the Native American “simple” way of life?
4. The decimation of the Native population of the Americas is often underreported. How is that statement an example of historically underreporting the event?
5. How did Native Americans practice religion *generally*?
6. How did Native Americans view land *generally*?
7. What two future states did the Spanish settle?
8. The Pueblo Revolt (1680) – why did the natives dislike the mission system?

Vocabulary:

* Classical Civilization
* Tribe
* Confederation
* Monotheistic
* Matrilineal
* “Noble Savage”
* Encomienda System
* Black Legend



**Crash Course US History Episode 2:** <https://www.youtube.com/watch?v=o69TvQqyGdg&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=2>

Questions:

1. What was the purpose (the pull factor) for the settlement of Virginia?
2. How were the first settlers at Jamestown, Virginia (1607) unprepared for their new surroundings…leading to a dismal survival rate?
3. If the original purpose was to find gold…and they didn’t…what eventually made Jamestown successful?
4. Give three reasons why early Virginia had a population problem (beyond the fact that everyone kept dying and that made it difficult to recruit new settlers).
5. Maryland became a haven for what oppressed religious group from England?
6. What are the differences between Pilgrims (Separatists) and Puritans (Congregationalists)?
7. Why is the Mayflower Compact (1620) a big deal?[[2]](#footnote-2)
8. How did the creation of the Massachusetts Bay Colony (1629) “improve” upon the ideas of both Virginia and Plymouth (the Joint Stock Company in the case of Virginia and as a religious theocracy in the case of Plymouth)?
9. What does John Winthrop’s “the city upon a hill” speech say about how the Puritans looked at the world?
10. Why were Roger Williams and Anne Hutchison banned from Massachusetts?

Vocabulary:

* Joint Stock Company
* Headright system
* Indentured servants
* Proprietorship
* Visible Saints

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**Crash Course US History Episode 3:** <https://www.youtube.com/watch?v=TTYOQ05oDOI&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=3>

Questions:

1. How was the relationship between the Virginians and the Powhatan Tribe mutually beneficial (at first)?
2. What two things about this economic relationship created tension socially within tribes as time went on?
3. What two English customs did Virginians knowingly (or unknowingly) practice that created additional tension as time went on?
4. How did competition for scarce resources make the Virginians stronger and the tribes weaker as time went on?
5. Explain how the Puritans were conflicted about how they treated Native Americans.
6. Name the three reasons why Natives in New England were unable to defeat the Puritans in the Pequot War and King Philip’s War.
7. Give two examples how Native brutality in King Philip’s War was symbolic (often in reaction to atrocities by the Puritans).

Vocabulary:

* Captivity Narratives

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**Crash Course US History Episode 4:** <https://www.youtube.com/watch?v=p47tZLJbdag&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=4>

Questions:

1. New Amsterdam (New York) – who founded it, how did they establish their legal claim and what did the settlers seek?
2. Pennsylvania (along with Delaware[[3]](#footnote-3) and part of New Jersey) – who founded it, how did he establish his legal claim and what did the settlers seek?
3. What three things set Pennsylvania apart (at least governmentally) from the other colonies?
4. South Carolina – who founded it, how did they establish their legal claim and what did the settlers seek?
5. How was South Carolina influenced by the British control of Barbados?
6. How did Bacon’s Rebellion change the economic and political situation in the colonies?
7. Why did the eight New England colonies resist the formation of the “Dominion of New England”? What event in England led to the colonies getting that wish?
8. In what two ways did the Religious Toleration Act following the Glorious Revolution “end” the Puritan experiment of self-rule?
9. Particularly in New England, how did the lack of disease impact settlement and economic opportunity?
10. For what two reasons was being poor in America a better deal than being poor in England or Europe?

Vocabulary:

* Quakers
* Pacifism

**Chapter 1 – New World Beginnings 33,000 B.C.-A.D. 1769**

1. The colonists who ultimately embraced the vision of America as an independent nation had in common all of the following characteristics *except*
   1. the desire to create an agricultural society.
   2. learning to live lives unfettered by the tyrannies of royal authority.
   3. learning to live lives unfettered by the tyrannies of official religion.
   4. an unwillingness to subjugate others.
   5. learning to live lives unfettered by the tyrannies of social hierarchies.
2. Most likely the first Americans were
   1. Vikings from Scandinavia.
   2. Spanish explorers of the fifteenth century.
   3. people who crossed the land bridge from Eurasia to North America.
   4. Portuguese sailors of Prince Henry the Navigator.
   5. refugees from Africa.
3. Some of the more advanced Native American cultures did all of the following *except*
   1. engage in significant ocean voyages of discovery.
   2. establish large, bustling cities.
   3. make strikingly accurate astronomical observations.
   4. study mathematics.
   5. carry on commerce.
4. The size and sophistication of Native American civilizations in Mexico and South America can be attributed to
   1. Spanish influences.
   2. their way of life based on hunting and gathering.
   3. the development of agriculture.
   4. influences brought by early settlers from Siberia.
   5. their use of draft animals and the wheel.
5. The crop that became the staple of life in Mexico and South America was
   1. wheat.
   2. potatoes.
   3. tobacco.
   4. com.
   5. beans.
6. Native American (Indian) civilization was *least* highly developed in
   1. North America.
   2. Mexico.
   3. Central America.
   4. Peru.
   5. Latin America.
7. One of the main factors that enabled Europeans to conquer native North Americans with relative ease was
   1. the pacifistic nature of the native North Americans.
   2. the settled agricultural societies of North America.
   3. the absence of dense concentrations of population or complex nation-states.
   4. the use of native guides.
   5. all of the above.
8. The development of “three sisters” fanning on the southeast Atlantic seaboard
   1. led to the dominance of the potato.
   2. enabled the Anasazis to prosper.
   3. ultimately failed to produce adequate amounts of food.
   4. was attributed to three young women of the Cherokee peoples.
   5. produced a rich diet that led to high population densities.
9. The early voyages of the Scandinavian seafarers did not result in permanent settlement in North America because
   1. the Native Americans drove them out.
   2. the area in which they landed could not support a large population.
   3. no nation-state yearning to expand supported these ventures.
   4. British adventurers defeated the Scandinavians in 1066.
   5. the settlers died of disease.
10. The Christian crusaders were indirectly responsible for the discovery of America because they
    1. were victorious over the Muslims.
    2. brought back news of valuable Far Eastern spices, drugs, and silk.
    3. succeeded in establishing improved business relations between Muslims and Christians.
    4. returned with captured Muslim maps showing the North and South American continents.
    5. developed better navigational devices.
11. Europeans wanted to discover a new, shorter route to eastern Asia in order to
    1. break the hold that Muslim merchants had on trade with Asia.
    2. reduce the price of goods from Asia.
    3. gain more profits for themselves.
    4. reduce the time it took to transport goods.
    5. all of the above.
12. The stage was set for a cataclysmic shift in the course of history when
    1. Europeans clamored for more and cheaper products from Asia.
    2. Africa was established as a source of slave labor.
    3. the Portuguese demonstrated the feasibility of long range ocean navigation
    4. the Renaissance nurtured a spirit of optimism and adventure.
    5. all of the above.
13. In the new interdependent global economic system that emerged after Columbus’s discovery, the new world provided
    1. markets.
    2. technology.
    3. raw materials.
    4. capital.
    5. labor.
14. Which of the following New World plants revolutionized the international economy?
    1. maize
    2. potatoes
    3. beans
    4. tomatoes
    5. all of the above.
15. European contact with Native Americans led to
    1. the Europeans’ acceptance of the horse into their culture.
    2. the deaths of millions of Native Americans, who had little resistance to European diseases.
    3. the introduction into the New World of such plants as potatoes, tomatoes, and beans.
    4. an increase in the Native American population.
    5. the use of tobacco by Native Americans.
16. Within a century after Columbus’s landfall in the New World, the Native American population was reduced by nearly
    1. 50 percent.
    2. 20 percent.
    3. 70 percent.
    4. 90 percent.
    5. 40 percent.
17. The flood of precious metal from the New World to Europe resulted in
    1. a price revolution that lowered consumer costs.
    2. the growth of capitalism.
    3. a reduced amount of trade with Asia.
    4. more money for France and Spain but less for Italy and Holland.
    5. little impact on the world economy.
18. The institution of *encomienda* allowed the
    1. native people to enslave members of other tribes.
    2. Europeans to marry Native Americans.
    3. European governments to give Indians to colonists if they promised to Christianize them.
    4. Europe abolishing the practice of Indian slavery and establishing African slavery.
    5. Europeans to establish an economy based on capitalism.
19. In which of the following is the explorer *mismatched* with the area he explored?
    1. Coronado—New Mexico and Arizona
    2. Ponce de León—Mississippi River Valley
    3. Cortés—Mexico
    4. Pizarro—Peru
    5. Columbus—Caribbean islands.
20. The treatment of the Native Americans by the Spanish *conquistadores* can be described as
    1. at times brutal and exploitative.
    2. firm but fair.
    3. unmotivated by greed.
    4. scornful of intermarriage.
    5. leaving little of Spanish culture.

**Chapter 2 – The Planting of English America 1500-1733**

1. On the eve of its colonizing adventure, England possessed
   1. a unified national state.
   2. a measure of religious unity.
   3. a sense of nationalism.
   4. a popular monarch.
   5. all of the above.
2. The financial means for England’s first permanent colonization in America were provided by
   1. a joint-stock company.
   2. a royal proprietor.
   3. Queen Elizabeth II.
   4. the law of primogeniture.
   5. an expanding wool trade.
3. All of the following provided motives for English colonization *except*
   1. unemployment.
   2. thirst for adventure.
   3. desire for markets.
   4. desire for religious freedom.
   5. need for a place to exploit slave labor.
4. The guarantee that English settlers in the New World would retain the “rights of Englishmen” proved to be
   1. an empty promise.
   2. unpopular among the settlers.
   3. the cause of revolutions in Spain and France.
   4. the foundation for American liberties.
   5. a catalyst for French colonization of North America.
5. The early years at Jamestown were mainly characterized by
   1. starvation, disease, and frequent Indian raids.
   2. economic prosperity.
   3. constant fear of Spanish invasion.
   4. major technological advancement.
   5. peace with the Native Americans.
6. Despite an abundance of fish and game, early Jamestown settlers continued to starve because
   1. they had neither weapons nor fishing gear.
   2. their fear of Indians prevented them from venturing too far from the town.
   3. they wasted time looking for gold.
   4. they lacked leaders to organize efficient hunting and fishing parties.
   5. there were not enough gentlemen to organize the work force.
7. Captain John Smith’s role at Jamestown can best be described as
   1. very limited.
   2. saving the colony from collapse.
   3. persuading the colonists to continue their hunt for gold.
   4. worsening the colonists’ relationship with the Indians.
   5. reducing the terrible death toll.
8. The biggest disrupter of Native American life was
   1. horses.
   2. loss of culture.
   3. disease.
   4. fire arms.
   5. the formation of new tribes.
9. After the purchases of slaves in 1619 by Jamestown settlers, additional purchases of Africans were few because
   1. they were poor workers.
   2. many colonists were morally opposed to slavery.
   3. their labor was not needed.
   4. indentured servants refused to work with them.
   5. they were too costly.
10. The summoning of Virginia’s House of Burgesses marked an important precedent because it
    1. failed.
    2. was abolished by King James I.
    3. was the first of many miniature parliaments to convene in America.
    4. forced King James I to revoke the colony’s royal charter and grant it self-government.
    5. allowed the seating of nonvoting Native Americans.
11. A major reason for the founding of the Maryland colony was to
    1. establish a defensive buffer against Spanish colonies in the South.
    2. create a refuge for the Catholics.
    3. help the Protestants.
    4. allow Lord Baltimore to keep all the land for himself.
    5. repudiate the feudal way of life.
12. Tobacco was considered a poor man’s crop because
    1. it could be produced easily and quickly.
    2. it was smoked by the lower class.
    3. the poor were used to plant and harvest it.
    4. it could be purchased at a low price.
    5. it required complicated processing.
13. Under the Barbados slave code of 1661, slaves were
    1. guaranteed the right to marry.
    2. denied the most fundamental rights.
    3. protected from the most vicious punishments.
    4. given the opportunity to purchase their freedom.
    5. assigned specific monetary value.
14. The colony of South Carolina prospered
    1. by developing close economic ties with the British West Indies.
    2. only after Georgia was established.
    3. as a result of the importation of Indian slaves.
    4. because of its thriving shipbuilding industry.
    5. under the leadership of Oliver Cromwell.
15. North Carolina and Rhode Island were similar in that they
    1. were very aristocratic.
    2. exercised no independent prerogative.
    3. depended on trade with Spain.
    4. were the two most democratic colonies.
    5. were founded by Roger Williams.
16. The colony of Georgia was founded
    1. by a joint-stock company.
    2. as a defensive buffer for South Carolina.
    3. by eight proprietors chosen by Charles II.
    4. in the seventeenth century.
    5. by King George III.
17. Virginia, Maryland, the Carolinas, and Georgia were similar in that they were *all*
    1. economically dependent on the export of a staple crop.
    2. proprietary colonies.
    3. founded after the restoration of Charles II to the throne.
    4. founded as refuges for persecuted religious sects in England.
    5. able to live in peace with the Native Americans.

**Chapter 3 – Settling the Northern Colonies 1619-1700**

1. Colonists in both the North and the South established differences in all of the following areas *except*
   1. patterns of settlement.
   2. economies.
   3. political systems.
   4. values.
   5. allegiance to England.
2. In Puritan doctrine, the “elect” were also referred to as
   1. Separatists.
   2. “patroons.”
   3. “visible saints.”
   4. Pilgrims.
   5. Anglicans.
3. King James I opposed the Separatists who wanted to break away entirely from the Church of England because he
   1. realized that if his subjects could defy him in spiritual behavior, they could defy him as a political leader.
   2. strongly believed in the concept of “visible saints.”
   3. never understood the political implications of their actions.
   4. believed that they were turning their backs on the true Calvinist faith.
   5. was a strong Catholic.
4. The Mayflower Compact can be best described as
   1. an agreement to follow the dictates of Parliament.
   2. a document which allowed women limited participation in government.
   3. a constitution.
   4. a complex agreement to form an oligarchy.
   5. a promising step toward genuine self-government.
5. The leader that helped the Pilgrims survive was
   1. John Smith.
   2. John Winthrop.
   3. Roger Williams.
   4. William Laud.
   5. William Bradford.
6. Unlike Separatists, Puritans
   1. advocated strict separation of church and state.
   2. practiced passive resistance to oppression.
   3. remained members of the Church of England.
   4. were Calvinists.
   5. rejected belief in witchcraft.
7. Puritan doctrine included acceptance of
   1. antinomianism.
   2. the Pope’s supremacy.
   3. the idea of a covenant with God.
   4. the doctrine of good works.
   5. the King as the final religious authority.
8. With the franchise in Massachusetts extended to all adult males who belonged to Puritan congregations, the proportion of qualified voters in this colony as compared to England was
   1. larger.
   2. somewhat smaller.
   3. about the same.
   4. not known.
   5. a great deal smaller.
9. People who flouted the authority of the Puritan clergy in Massachusetts Bay were subject to which of the following punishments?
   1. Fines
   2. Floggings
   3. Banishment
   4. Death
   5. all of the above.
10. According to Anne Hutchinson, a dissenter in Massachusetts Bay,
    1. predestination was not a valid idea.
    2. the truly saved need not bother to obey the laws of God or man.
    3. antinomianism was heresy.
    4. direct revelation from God was impossible.
    5. a person needs only to obey the law of God.
11. As the founder of Rhode Island, Roger Williams
    1. established religious freedom for all but Jews and Catholics.
    2. supported some types of special privileges.
    3. established complete religious freedom for all.
    4. demanded attendance at worship.
    5. became a very wealthy man.
12. Settlers of the Connecticut River colony developed a document known as the Fundamental Orders, which
    1. marked the beginning of the colony of Connecticut.
    2. established a regime democratically controlled by “substantial” citizens.
    3. set up a military alliance in New England.
    4. pleased King Charles I.
    5. supported a government controlled by all people.
13. The New England Indians’ only hope for resisting English encroachment lay in
    1. acquiring English muskets.
    2. enlisting the aid of the French.
    3. intertribal unity against the English.
    4. building fortifications.
    5. allying themselves with the Dutch.
14. During the early years of colonization in the New World, England
    1. closely controlled its colonies.
    2. maintained an excellent relationship with the Indians.
    3. paid little attention to its colonies.
    4. made sure all the colonies had royal charters.
    5. began the importation of African slaves in large numbers.
15. The Dominion of New England
    1. included all the New England colonies.
    2. was created by the English government to streamline the administration of its colonies.
    3. was designed to bolster colonial defense.
    4. eventually included New York and east and west New Jersey.
    5. all of the above.
16. As a result of Sir Edmund Andros’s rule,
    1. the power of town meetings was curbed.
    2. officials tried to enforce the Navigation Laws.
    3. taxes were levied without the consent of elected representatives.
    4. smuggling was suppressed.
    5. all of the above.
17. New York and Pennsylvania were similar in that they *both*
    1. were established by joint-stock companies.
    2. experienced slow population growth.
    3. had ethnically mixed populations.
    4. were founded as religious refuges.
    5. had poor soil.

**Chapter 4 – American Life in the Seventeenth Century 1607-1692**

1. The population of the Chesapeake colonies throughout the first half of the seventeenth century was notable for its
   1. fast growth rate.
   2. scarcity of women.
   3. low death rate.
   4. stable family life.
   5. sizeable percentage of middle aged men.
2. In the seventeenth century, due to a high death rate families were both few and fragile in
   1. New England.
   2. the Chesapeake colonies.
   3. the middle colonies.
   4. Georgia.
   5. Florida
3. During the seventeenth century, indentured servitude solved the labor problem in many English colonies for all of the following reasons *except* that
   1. the Indian population proved to be an unreliable work force because they died in such large numbers.
   2. African slaves cost too much money.
   3. in some areas families formed too slowly.
   4. Spain had stopped sending slaves to its New World colonies.
   5. families procreated too slowly.
4. The “headright” system, which made some people very wealthy, entailed
   1. using Indians as forced labor.
   2. giving land to indentured servants to get them to come to the New World.
   3. giving the right to acquire fifty acres of land to the person paying the passage of a laborer to America.
   4. discouraging the importation of indentured servants to America.
   5. giving a father’s wealth to the oldest son.
5. Most immigrants to the Chesapeake colonies in the seventeenth century came as
   1. indentured servants.
   2. slaves from Africa.
   3. yeomen farmers.
   4. urban artisans.
   5. refugees from civil war in Europe.
6. As a result of Bacon’s Rebellion,
   1. African slavery was reduced.
   2. planters began to look for less troublesome laborers.
   3. Governor Berkeley was dismissed from office.
   4. Nathaniel Bacon was named to head the Virginia militia.
   5. better relations developed with local Indians.
7. After 1680, reliance on slave labor in colonial America rapidly increased because
   1. higher wages in England reduced the number of emigrating servants.
   2. planters feared the growing number of landless freemen in the colonies.
   3. the British Royal African company lost its monopoly on the slave trade in colonial America.
   4. Americans rushed to cash in on slave trade.
   5. all of the above.
8. For those Africans who were sold into slavery, the “middle passage” can be best described as
   1. the trip from the interior of Africa to the coast.
   2. the easiest part of their journey to America.
   3. the journey from American parts to their new homes.
   4. the gruesome ocean voyage to America.
   5. none of the above.
9. The slave society that developed in North America was one of the few slave societies in history to
   1. produce a new culture based entirely on African heritage.
   2. rebel against its masters.
   3. reduce their numbers by suicide.
   4. develop its own techniques of growing corn and wheat.
   5. perpetuate itself by its own natural reproduction.
10. Compared with indentured servants, African-American slaves were
    1. less reliable workers.
    2. more likely to rebel.
    3. cheaper to buy and own.
    4. a more manageable labor force.
    5. less expensive to buy but more expensive to keep.
11. Most of the inhabitants of the colonial American South were
    1. merchant planters.
    2. landowning small farmers.
    3. landless farm laborers.
    4. black slaves.
    5. native Americans.
12. The New England family can best be described as
    1. relatively small in size due to the frequency of deaths from childbirth.
    2. a very stable institution.
    3. a limiting factor in the growth of the region’s population.
    4. not very close-knit.
    5. similar to the family in the Chesapeake colonies.
13. The special characteristics of New England’s population led to the observation that these colonists “invented”
    1. premarital sex.
    2. grandparents.
    3. family life.
    4. religious piety.
    5. women’s rights.
14. Thomas Jefferson once observed that “the best school of political liberty the world ever saw” was the
    1. College of William and Mary.
    2. Virginia House of Burgesses.
    3. New England town meeting.
    4. Chesapeake plantation system.
    5. the English parliament.
15. The Salem “witch hunt” in 1692
    1. was the largest “witch hunt” in recorded history.
    2. was the first in the English American colonies.
    3. was opposed by the more responsible members of the clergy.
    4. was ultimately of little consequence for those who were accused of witchcraft.
    5. did not see anyone put to death.
16. As a result of poor soil, all of the following conditions prevailed in New England *except* that
    1. hard work was required to make a living.
    2. the area was less ethnically mixed than its southern neighbors.
    3. frugality became essential to economic survival.
    4. reliance on a single, staple crop became a necessity.
    5. diversification in agriculture and industry were encouraged.
17. The New England economy depended heavily on
    1. slave labor.
    2. the production of many staple crops.
    3. fishing, shipbuilding, and commerce.
    4. tobacco.
    5. all of the above.
18. The English justified taking land from the native inhabitants on the grounds that the Indians
    1. were not Christians.
    2. wasted the earth by underutilizing its bounty.
    3. burned woodlands.
    4. refused to sell it.
    5. all of the above.
19. Compared with most seventeenth-century Europeans, Americans lived in
    1. relative poverty.
    2. larger cities.
    3. affluent abundance.
    4. a more rigid class system.
    5. more primitive circumstances.

**Chapter 5 – Colonial Society on the Eve of Revolution 1700-1775**

1. As a result of the rapid population growth in colonial America during the eighteenth century,
   1. a momentous shift occurred in the balance of power between the colonies and the mother country.
   2. the British government was pleased that more workers would be available to fill an increasing need for laborers in Britain.
   3. the need for slave labor declined.
   4. the colonists became more dependent on Britain for the goods that they needed to survive.
   5. the British government granted greater autonomy to colonial governments.
2. By 1775, were the largest non-English ethnic group in colonial America.
   1. Africans
   2. Germans
   3. West Indians
   4. Scots-Irish
   5. Irish
3. The population of the thirteen American colonies was
   1. about evenly divided among Anglo-Saxons, French, Scots-Irish, and Germans.
   2. perhaps the most diverse in the world, although it remained predominantly Anglo-Saxon.
   3. about one-half non-English.
   4. most ethnically mixed in New England.
   5. none of the above.
4. The most ethnically diverse region of colonial America was \_\_\_\_\_\_\_\_\_\_\_\_\_, whereas \_\_\_\_\_\_\_\_\_\_\_\_\_\_ was the least ethnically diverse.
   1. New England, the South
   2. the middle colonies, the South
   3. the South, New England
   4. the middle colonies, New England
   5. the frontier regions, New England
5. In contrast to the seventeenth century, by 1775 colonial Americans
   1. had become more stratified into social classes and had less social mobility.
   2. had all but eliminated poverty.
   3. found that it was easier for ordinary people to acquire land.
   4. had nearly lost their fear of slave rebellion.
   5. had few people who owned small farms.
6. The Scots-Irish can best be described as
   1. fiercely independent.
   2. loyal to the British king.
   3. people who did not like to move.
   4. builders of sturdy homes and well-kept farms.
   5. strong supporters of the Catholic church.
7. The triangular trade of the colonial American shipping industry
   1. was not that profitable.
   2. involved America, France, and England.
   3. relied on the Spanish fleet for protection.
   4. saw the Spanish gaining the largest profits.
   5. involved the trading of rum for African slaves.
8. The major manufacturing enterprise in colonial America in the eighteenth century was
   1. iron making.
   2. arms and munitions production.
   3. lumbering.
   4. rum distilling.
   5. making clothes.
9. One feature of the American economy that strained the relationship between the colonies and Britain was the
   1. British demand to halt the importation of slaves.
   2. growing desire of Americans to trade with other nations in addition to Britain.
   3. lack of any British regulations regarding trade with foreign nations.
   4. British rejection of the Molasses Act.
   5. the Americans’ unwillingness to trade with the French West Indies.
10. The “new light” preachers of the Great Awakening
    1. delivered intensely emotional sermons.
    2. rarely addressed themselves to the matter of individual salvation.
    3. reinforced the established churches.
    4. were ultimately unsuccessful in arousing the religious enthusiasm of colonial Americans.
    5. opposed the emotionalism of the revivalists.
11. The Great Awakening
    1. undermined the prestige of the learned clergy in the colonies.
    2. split colonial churches into several competing denominations.
    3. led to the founding of Princeton, Dartmouth, and Rutgers colleges.
    4. was the first spontaneous mass movement of the American people.
    5. all of the above.
12. Colonial schools and colleges placed their main emphasis on
    1. math.
    2. science.
    3. modern languages.
    4. literature.
    5. religion.
13. The jury’s decision in the case of John Peter Zenger, a newspaper printer, was significant because
    1. he was found guilty.
    2. it supported English law.
    3. it pointed the way to open public discussion.
    4. the ruling prohibited criticism of political officials.
    5. it allowed the press to print irresponsible criticisms of powerful people.
14. One political principle that colonial Americans came to cherish above most others was
    1. the property qualification for voting.
    2. one man, one vote.
    3. the separation of powers.
    4. self-taxation through representation.
    5. restricting the right to vote to men only.
15. By 1775, most governors of American colonies were
    1. appointed by colonial proprietors.
    2. appointed by the king.
    3. elected by popular vote.
    4. elected by the vote of colonial legislatures.
    5. appointed by the British Parliament.
16. Colonial legislatures were often able to bend the power of the governors to their will because
    1. the governors often had a greater sense of loyalty to their colony than to the king.
    2. the governors were usually chosen by colonial legislatures and could be removed from office by the legislatures.
    3. the king generally held the views of colonial legislators in higher regard than those of the governors.
    4. colonial legislatures controlled taxes and expenditures that paid the governors’ salaries.
    5. of the threat of violence.
17. By the mid-eighteenth century, North American colonies shared all of the following similarities *except*
    1. same degree of ethnic and religious toleration.
    2. basically English in language.
    3. Protestant in religion.
    4. opportunity for social mobility.
    5. complete democracy

1. Please note that John Green is being sarcastic because the Inca and the Aztec **do** fit the definition of a “Classical Civilization”…despite what the Europeans who conquered them believed. [↑](#footnote-ref-1)
2. By the way, the story of Squanto is quite amazing. It could be argued that if he hadn’t had been there, Plymouth would have failed as a colony. Read more about him here: <http://en.wikipedia.org/wiki/Squanto>. [↑](#footnote-ref-2)
3. Delaware shout out! Delaware (or The Lower Three Counties of Pennsylvania) didn’t gain self-rule as a colony until 1704…the last one created prior to the Revolution. [↑](#footnote-ref-3)